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### THIRD GENERAL SESSION

(Thursday, July 1, 1909, 10 a. m.)

THE PRESIDENT called the meeting to order on Thursday, July 1, at 10:00 a. m.

THE SECRETARY: The Council desires to report to the Association that the Nominating committee has submitted the following nominations for elective officers of the Association, and these have been approved by the Council, and are now reported to the Association:

**President**—N. D. C. Hodges.

**First Vice-President**—J. I. Wyer, Jr.

**Second Vice President**—Alice S. Tyler.

**Executive Board**—Herbert Putnam, Purd B. Wright, C. W. Andrews, Mrs. H. L. Elmendorf, W. C. Lane, H. E. Legler.

**Trustee of Endowment Fund**—W. C. Kimball.

**Council: Elected by the Association at Large**—Nina E. Browne, H. W. Craver, Myra Poland, C. B. Roden, B. C. Steiner.

**Council: Elected by the Council**—Johnson Brigham, Gratia Countryman, W. P. Cutter, Mrs S. C. Fairchild, C. S. Greene, D. B. Hall, Mary E. Hazeltine, Caroline M. Hewins, Theresa Hitchler, George Iles, Andrew Keogh, Alice B. Kroeger\*, H. L. Koopman, G. T. Little, Cornelia Marvin, W. T. Peoples, Mary W. Plummer, Mary E. Robbins, C. C. Soule, Lutie E. Stearns, John Thomson, H. G. Wadlin, H. C. Wellman\*, P. L. Windsor, Beatrice Winsler.

THE PRESIDENT: In connection with the announcement of the nominations of officers and of members of the Council, which the Secretary has just made, the Chair would explain that the action of the Executive board in having these names posted requires ratification now by the Association. At present, you are aware, we have no by-laws. The old by-laws are non-existent, and new ones have not yet been adopted. The action of the Board was, therefore, unauthorized, but it was taken solely to enable you to participate in the election in a thoroughly informed manner. In order, therefore, that the elections may be perfectly regular,

you are asked now to ratify the posting of these names by the Board. A motion to this effect will be entertained and appreciated by the Chair.

MR CARR: Mr President: I so move. Carried.

THE PRESIDENT: It will be necessary to get some additional authority from the Association for the conduct of the elections, and a motion to that effect will be in order.

MR HILL: Mr President: In view of the statement which you have just made, I beg to offer the following resolution:

Whereas, new by-laws cannot be enacted in season, Be it resolved: that the procedure in the elections, for the present year, be in accordance with the previously existing by-laws. Carried.

THE PRESIDENT: We have one or two other matters to dispose of in connection with the constitution. As you know the constitution has already been adopted. But you are also aware that amendments, if desired to be made, may be presented at this conference. The need of a committee to harmonize any possible discrepancies which may arise between amendments made independently of one another, is apparent. Will you, therefore, authorize the Chair to name a committee to receive and edit any amendments which may be sent in to such committee? In the event of your granting this authority, the Chair will ask that amendments be sent in during this day. The Committee, if appointed, will report on Friday evening to the general meeting of the Association.

MR UTLEY: Mr President: I move that the Chair be authorized to appoint a committee of three members to receive and edit amendments if proposed, and to report at the general session next Friday. Carried.

THE PRESIDENT: The names shall be announced during this session. If you have any amendments to make, please hand them to the secretary or to the chairman of the committee—whose name will be announced—not later than tonight. On Friday evening, the amendments will be considered and passed upon.

\*Substituted by the Council.

We have, at length, reached the business proper to the morning. The topic is, "The school and the library," and the Program committee has arranged that the discussion shall be introduced by three separate papers, the first of which is to deal with the broad aspects of the subject, as they would appeal to a scholar. Hence the title of the opening address which you are about to hear.

I have very great pleasure in introducing DR CHARLES W. COLBY, professor of history in McGill university, who has kindly undertaken to deliver this address, and who, as a scholar, as an educator, and as a reader and lover of the best books, is peculiarly fitted to speak to us about

### THE LIBRARY AND EDUCATION

I have observed that librarians are incurable optimists. Doubtless this is because in the daily discharge of their duties they see so much of mankind. At any rate it would be suicidal for me, addressing the present audience, to cast any reflection upon the fact or the idea of progress. We all believe in it. There is progress in library work. There is progress also in education. *A fortiori* when we consider the relation of the library to education we must be nothing if not progressive.

But what is progress? At this question warm, humanitarian conceptions leap to the mind and inflame the soul. With the poet who has sung of the Golden Year, we are led to exclaim:

"Ah! when shall all men's good  
Be each man's rule, and universal Peace  
Lie like a shaft of light across the land,  
And like a lane of beams athwart the sea,  
Thro' all the circle of the golden year?"

Unfortunately, however, much loose talk is mixed up with these warm, humanitarian conceptions. Some of it Mr Bryce cleared away in his Phi Beta Kappa oration at Harvard; but much remains, and as an antidote, I should like to recall a dictum of Herbert Spencer which occurs in one of his earliest writings: "Progress"—says this philosopher after examining all the

phenomena of the universe—"Progress is simply a development from the homogeneous to the heterogeneous."

Regarded as a gospel for suffering humanity some of us may deem that Spencer's definition of progress is rather chilly. However, it furnishes a useful text for any discussion of the library in its relation to education. Alike in the curriculum of studies and in the custody of books the line of advance is from the homogeneous to the heterogeneous. The fact is so obvious that the simplest illustrations will suffice to enforce it.

For the modern world our point of departure is the Benedictine monastery. As a program of studies nothing more homogeneous can be desired than the Seven Liberal Arts, issuing from the hands of Martianus Capella, Cassiodorus and Isadore. For five centuries Grammar reigned supreme. It is true that the curriculum contained six other branches, but what was their status? In mathematics the height of attainment is represented by ability to calculate the date of Easter. In music no one goes beyond the Gregorian chants. In astronomy, which was deemed the noblest department of intellectual activity, an unfettered fancy reigned supreme. Writing to Charlemagne Alcuin says that the fabric of the arts is crowned by astronomy just as a splendid house is adorned by a painted roof. Yet when the monarch asked him to account for a brilliant comet which was attracting universal attention, Alcuin replied that doubtless it was the soul of Queen Liutgarda, recently deceased.

Thus in the days of Bede and Paul the Deacon, of Rabanus and Lupus of Ferrières, a single active mind could traverse the whole realm of learning. Nowadays if any one pretends to omniscience it becomes a jest, as in the case of that illustrious scholar, Dr Benjamin Jowett, of Balliol College, Oxford. Of him was it said or sung:

"Please remember I'm B. Jowett,  
I am Master of this College;  
What is knowable, I know it;  
What I know not is not knowledge."

In the Benedictine monastery, therefore, the basis of education was so far homogeneous that Grammar furnished the groundwork, and if the Liberal Arts numbered seven, six of them were ancillary to language and literature. It was a time, also, when the structure of the Library was homogeneous. There is in the Bodleian a manuscript which should make every scholar thrill with sympathetic emotion. It is a codex of the Acts of the Apostles which Benedict Biscop brought from Lérins to the monastery of Jarrow—the very codex from which the Venerable Bede taught himself Greek over 1,200 years ago. Those were days when the librarian could read the books, and all the books, that were under his care—the Vulgate, the Fathers, Cassiodorus “De Septem Disciplinis,” portions of the *Æneid*, and (in moments of desperate wickedness) a little Ovid. When Odo, the first great abbot of Cluny, entered that cloister, he brought with him a monumental library of forty volumes. It is a fact which his biographer takes pains to place in high relief. Among all the annals of scholarship few things are more striking than this instinct of self-preservation which led the monks to cherish books. The Benedictine Rule does not tell the brethren to copy manuscripts. But no more, the studious monk might have said, does it tell us to breathe. (Parenthetically, I must credit this piece of wit to its author, S. R. Maitland.)

I wish at once to relieve you from the fear that I mean to trace the history of education and of libraries from the Dark Ages to the present day. This reference to the Benedictine monastery with its *trivium*, its *quadrivium* and its *scriptorium* is simply designed to furnish us with a standard of contrast. Since then we have, in Herbert Spencer's phrase, progressed from the homogeneous to the heterogeneous. In fact we have not only progressed, we have arrived. If there is anything *more* heterogeneous in education or in library work than what we have now, the mind shudders at the prospect. It is some years since I noticed that in the University of Chicago a whole course of

lectures is given on the geography of Mesopotamia. By now it may have become a course on the environs of Babylon. And as for the meaning of heterogeneous in terms of the Library, let us remember that the Bibliothèque Nationale has over 400,000 printed books on the history of France.

The statistics of book production and accumulation are so much better known to you than to me that I pass them over with a mere allusion. An overworked text in the last chapter of Ecclesiastes would always be in the minds of librarians were they not, as I have said, incurable optimists—which the author of Ecclesiastes certainly was not. As the Vulgate has it, “*Faciendi plures libros nullus est finis: frequensque meditatio, carnis afflictio est.*” If here our oriental pessimist means that we shall get a headache if we read all the books there are, he is probably right. But fortunately the love of study is not dead yet, though the modern book-lover on entering a great public library is apt to reproduce the sensations of Clarence in his butt of Malmsey.

To come to the point, what, in this highly heterogeneous world is the relation of the Library to Education?

The child begins life with books. He may not in every case be privileged to scramble about on a library floor before he is able to walk, but few homes are so poor as not to provide books of some kind. And it is characteristic of this period that the books used are known through and through. The marvelous memory of the child soaks up from the printed page whatever interests his mind, making all he learns first-hand knowledge. The classics of children's literature are not manuals through which by a process of cram one acquires useful information, but *works* cherished and learned by heart. They may be few, but in the tender days before teaching is systematic there need be no fear of smattering. The ballads and legends which delight the child pass down from mouth to mouth and would be imperishable even if there were no books. Such, as Dante informs us, were the tales which

Florentine mothers told their children of the Trojans and Fiesole and Rome.

The school boy learns the four rules of arithmetic and fractions for useful information. Cube root and beyond he takes for the benefit of his mind. Some, it is true, question the benefit. "I would scorn," said Calverley, "to possess that degree of low craft which is required for the solution of a quadratic equation." But while children at school are imbibing useful knowledge, whether scientific or literary, the complexity of booklore does not greatly oppress them. Following a definite program under immediate guidance, they learn the beggarly elements without taking much thought of what lies outside the course prescribed. The few in whom is born the instinct of letters or research cannot be kept from straying beyond the paddock. But they may be trusted to look out for themselves. "I arrived at Oxford," says Gibbon, "with a stock of erudition that might have puzzled a doctor, and a degree of ignorance of which a school boy would have been ashamed." But such ignorance as is here confessed did not suffice to deprive the world of the "Decline and Fall."

It may seem to you that I am straying from the text, but it is not so. Our theme is the relation of the Library to Education in an age when there is a congestion of literature, when we have left the homogeneous far behind and have progressed into the widest ramifications of the heterogeneous. The point in what has just been said is that the complexity of literature is not a stumbling-block in early childhood, and no great stumbling-block in the stage of the secondary school. But an intellectual crisis is reached in every life when one awakes, however omnivorous he may be, to a full consciousness that he cannot read everything—time being too short for this agreeable exercise. It is a hard struggle to give up the hope that sooner or later we can read all that is worth while. A time comes, however, when the young person begins to realize that only through concentration of effort can results be attained. The delights of

aimless reading are then seen to be a fatal form of intellectual dissipation. Only by a narrowing of scope can one contribute to knowledge or to the clarification of thought.

At this stage in the development of all who make a practice of using books the great modern library with its organization, its resources, its methods, becomes indispensable. Of course, I do not shut out of view all that the modern library does for children or for undergraduates. But the chief service which it renders is to adults—to those, I mean, who are using books with a definite purpose in view and whose moments need to be carefully husbanded. We cannot at this time of day quarrel with the specialization of knowledge or decry the processes which have delivered mankind from the poverty and narrowness of the Dark Ages. Books may become burdensome. Men of great distinction may urge that the proper place for most of them is in a storage warehouse. There remains the palpable fact that vast numbers of books, of all degrees of value, must be preserved, classified and rendered accessible. Notable types of civilization have existed without the help of great libraries. Athens knew them not in the days of Pericles, nor were they common in the age of the Gothic cathedrals. None the less our own form of civilization, whether better or worse than others, cannot be thought of without these vast repositories of books which you and your colleagues throughout the world administer.

I do not forget that libraries vary greatly in size. President Eliot's five foot collection of books is perhaps the irreducible minimum. At least Mark Pattison once said that no self-respecting householder could own less than a thousand volumes. But whether the minimum be placed at twenty-five or a thousand there is every grade between a library of that size and the treasure house over which Dr Putnam presides. Remembering this distinction, it yet appears to me that the great public library with its ramifications, its countless departments, its high state of organization, is the institution which best expresses in

concrete form the specialization of modern knowledge and the complexity of modern thought. But with all its subdivisions it is no more heterogeneous than the scheme of modern education in its more advanced grades. It simply reflects the infinite variety of intellectual pursuits.

Another matter upon which I wish to touch is this. We all recognize nowadays that there is nothing stereotyped about the means whereby education can be secured. Time was when not to be illiterate was to be a clerk. More recently time was when to be a scholar was to write Latin hexameters or Greek elegiacs. At present when faculty is trained in so many ways it becomes the merest commonplace to state that one can reach the heights of intellectual cultivation without ever attending the university. "I have listened to many lectures," says Stevenson, "and can yet remember that emphyteusis is not a disease and that stillicide is not a crime." This is valuable knowledge, but no one will suspect me of decrying universities when I suggest that with the aids which the modern library supplies many who are self-taught receive a better training than college classes can supply to the indifferent.

But one must not think of the serious-minded only. The bulk of mankind are not intellectual; neither are they stupid. Every teacher feels that in his class ten per cent at the top will do well in spite of him, and that fifteen per cent at the bottom could not be brought to know anything by all the eloquence of Abelard. It is the intermediate seventy-five per cent that causes the conscientious pedagogue to lose sleep. So with the library. The general reader—who has supplanted the gentle reader of 18th century prefaces—the general reader is to be saved from shipwreck upon Scylla, as represented by Mr Hall Caine, or upon Charybdis, as represented by Miss Marie Corelli. Of course I use language in a Pickwickian sense and only refer to an excess of Caine and Corelli. The fact is that you librarians must take the public gently yet firmly by the hand and educate it in spite of itself. The process may be long but the prospect is

not hopeless. Even those who begin by entertaining the most extraordinary conceptions end by gaining an adequate idea of what a library is. For example, a librarian whom you all honour was once conducting a potential benefactor through a college library. At the end of the inspection the millionaire asked: "How many books have you here altogether?" The answer came in sad and chastened tones, "Only sixty thousand." "Only sixty thousand," exclaimed the benefactor. "Good God, Mr X, who is going to read all those books?" Yet, as an example of the educative process, a few years later the same benefactor was heard to observe: "There are some who think that a college can get along with a small library, but I have always said that these books are tools for the professors and that they ought to have a good supply of them." If potential benefactors can be converted into actual by the skill and patience of the librarian, I think that the librarian can also help to educate the general reader by gradually raising the standard of his mental pabulum.

At this stage I might as well admit that I find it difficult in so short a time to say anything systematic about so large a subject. Were one courting exactness it would be necessary to accept some working definition of education itself before taking up the relation of education to the library. Thus at the threshold there opens a boundless field of discussion and debate. Here I shall only attempt to distinguish between mental training and the broad discipline which affects character. As for mental training, from time immemorial it has been made to depend upon the use of books, the study of texts, the assimilation of knowledge and ideas from the written or printed word. In an age of technical training the book has been supplemented by the laboratory and the workshop, but without books, all processes of mental training would be but partial and empiric.

When it comes to education as connected with the development of character, the function of the book is no less prominent than in mental discipline. Obviously

character is moulded to a large extent by the living, human associations of every day. But what shall be said of the chosen texts which have power to exalt and sway the soul. Brunetière has said that Plutarch made the French Revolution, and if the statement is true in its application to Girondists and Jacobins it is also true of Napoleon who by Plutarch's life of Alexander was fired to great action. In another sphere consider the superabundant illustrations which are afforded by Prothero's work on "The Psalms in human life." Or, again, turn to the noble lines which Macaulay after his defeat in the Edinburgh election wrote on the sustaining influence of literature:

"In the dark hour of shame I deigned to stand  
Before the frowning peers at Bacon's side;  
On a far shore I smoothed with tender hand,  
Through months of pain, the sleepless bed of Hyde.  
I brought the wise and brave of ancient days  
To cheer the cell where Raleigh pined alone.  
I lighted Milton's darkness with the blaze  
Of the bright ranks that guard the eternal throne."

I referred a moment ago to that aspect of education which is concerned with the development of character. Nor are we likely ever to receive a nobler counsel of perfection than the definition which Milton has given in words that every one knows by heart: "I call, therefore, a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both private and public of peace and war."

Where in this conception of the educated man is there place for books and libraries? Is it not foolish to ask such a question when we remember how great thoughts and examples, as enshrined in letters, are a perpetual goad to the generous soul?

Like life friends, the books which come close to the soul must be but few. And happy are they who can associate these treasures with a library that is a fit home for them. Hearne, the antiquary, so loved

the Bodleian that he caused himself to be made a janitor of the building, with unrestricted right of ingress. The corresponding right of egress he doubtless prized less highly. But we need not go to the universities of an older world, when Lowell has left such a delightful passage about the alcoved library in which he learned to love the Elizabethans. It occurs at the beginning of his essay on Landor:

"I was first directed to Landor's works by hearing how much store Emerson set by them. I grew acquainted with them fifty years ago in one of those arched alcoves in the old college library in Harvard Hall which so pleasantly secluded without wholly isolating the student. That footsteps should pass across the mouth of his Aladdin's Cave, or even enter it in search of treasure, so far from disturbing only deepened his sense of possession. These faint rumors of the world he had left served but as a pleasant reminder that he was the privileged denizen of another, beyond 'the flaming bounds of place and time.' There, with my book lying at ease and in the expansion of intimacy on the broad window-shelf, shifting my cell from north to south with the season, I made friendships, that have lasted me for life, with Dodsley's 'Old Plays', with Cotton's 'Montaigne,' with Hakluyt's 'Voyages,' among others that were not in my father's library. It was the merest browsing, no doubt, as Johnson called it, but how delightful it was! All the more, I fear, because it added the stolen sweetness of truancy to that of study, for I should have been buckling to my allotted task of the day. I do not regret that diversion of time to other than legitimate expenses, yet shall I not gravely warn my grandsons to beware of doing the like?"

Said Lucius Cary, Lord Falkland, "I pity unlearned gentlemen of a rainy day." And since in every life rainy days occur with some frequency, the bookish man may be held to enjoy a considerable advantage over those whose pleasures depend upon the weather. Indeed he has an advantage over those who are at a loss how to spend their Sundays.

And so I close with a tribute of affection to the five-foot shelf, to the literary penates of one's own home, to the alcoved recesses of the college library in some small town where the enamoured reader holds on forgetful of time, while through

the open window in June the fragrance of apple blossoms is mingled with the hum of bees.

The great metropolitan library is doubtless the best reflex of our modern civilization; heterogeneous, eclectic, progressive—a dispensation under which the thinker wins his victories by an intelligent, courageous narrowing of scope. But till the end of time there will be place in the education of mankind for the closet wherein one reads and re-reads the books he knows by heart.

**THE PRESIDENT:** We can not thank Dr Colby too warmly for the genuine literary treat he has given us in addition to a wise and thoughtful address. We shall long remember the pleasure he has caused us, both in visiting us, and in speaking to us. Such an introduction must surely have whetted your appetite for the second paper. We have heard, in eloquent terms, of the relation between the library and education. Will **PROF. J. EDWARD BANTA**, of Binghamton, who comes to us as the accredited representative of the National education association, and whom we welcome therefore in a double capacity, now give us "The school's point of view," in regard to the relation between the library and the school?

### THE SCHOOL'S POINT OF VIEW

Mr President, ladies and gentlemen of the American Library Association: At the request of the President of the National education association, Mr L. D. Harvey, I bring you greetings from that body and the wish that the work of the two organizations may be more and more in harmony than it has been in the past. The greetings are from the largest organization of teachers and educators in the world, with a paid membership of more than 17,000. As the years have gone by, meetings have been held at which 18,000 and more have been present. The one theme has been that of giving opportunity for the widest discussion on all matters educational.

It was not with a view of slighting the library side of education that of the dif-

ferent sections as they were organized and named, the library section is number 15. This year the National education association will observe its 52d meeting at Denver, beginning next week. Of the earlier sections, naturally there was a superintendent's section, which holds, now, a separate meeting. There was an elementary school section, a normal school section, manual training, art and the like followed. In 1896, the library section was organized. Its work is substantially that of the American Library Association, but without going into the technical part of the work. The discussions grow out of the main theme of the morning: The relation of the library to the school. It is the greeting of that Association that I bring you this morning.

The old view of the relation of the library to the school was this, that the library was a very useful adjunct of the school, not a necessary adjunct, but if it appeared at all, it was as an adjunct. The newer view is that the National education association and the American Library Association are the organized representatives of the conviction that education as it belongs to the school—I use that term in distinction from home and church—consists of two parts, and that these parts are of equal importance. The school today in the narrower sense recognizes the fact that the library field is of equal importance with its own.

Look for a moment at the time that is spent in school. Statistics recently gathered with reference to vocational and industrial education have brought out the fact that for the industrial classes the time spent in school is from four to five years, and during these years, from 30 to 40 weeks per year. Breadwinners to a very large extent, if some education is gained, must get it through the library, through the museum, through study clubs, or in the hard experience of life. The fact that so many are looking for the advanced education is evidenced by the large number of correspondence schools in which the breadwinner with meagre wage, saving, and paying out large sums that not only pay for the instruction received,



but in addition allow these schools to lay up large sums of money, is evidence that the breadwinner is anxious for more education. Perhaps five per cent. of the pupils in our public schools complete the secondary education. Possibly one per cent receive the college education. So the field, merely in years and in weeks, it is evident, rests to a large extent with the library as equal in importance with the school. Today the slogan of education is not for the few, but education for all and all the time, as Superintendent Cary has put it in a recent article of his published in "Harper's Weekly," under date of May 22d. In this he goes into detail to show us how education can be for all the people and all the time with the right system of library work.

We are all well aware that home education is on the wane. In Colonial times, barring the three or four months that the boy or girl went to school, and purely for book knowledge, book learning, the education was in the home. At the present time it is passing from the home to the school and to the library. In Colonial days the organized system of schools as we have it today was an impossibility because of the fact that the home was ready to do so much. Now we have come to look upon the school, and I include in that term the library, as the panacea for all the ills that afflict humanity. Humboldt the philosopher, almost a hundred years ago, uttered the statement, "whatever you would put into a nation you must put into its public schools."

Just look with me for a moment at the field that is coming to the public school. A driver is cruel to his horse. Immediately there is work for the school to do to teach humane treatment of animals, and kindness to animals becomes a part of the daily program in the schools. Drunkenness and the cigarette habit are sapping the vigor and the vitality of the people and immediately the state takes it upon itself to enact laws that there shall be teaching in the schools of the effect of narcotics and stimulants upon the human system. Today only two states out of our 46 have failed to enact such laws. Our forests are in danger of

being eliminated by a wasteful use of the timber, and so the state again takes hold of the problem and says that the public schools shall observe Arbor Day, children shall be taught tree planting and culture of trees in order that the waste of today may not lead to poverty tomorrow. Does the apprenticeship system drop out until the youth finds it impossible to work into skilled labor? Then manual training is to be put into the schools so that the boys going out from the schools shall have deftness of hand, shall know the use of tools and the care of tools and that which is fundamental in many of the trades. Does a housewife find it impossible to obtain help? Immediately the schools are called upon to take up cooking and sewing and laundry work; domestic science and domestic art are the terms we apply to that work. And thus this problem is going to have its solution. Is it a question of a plague visiting a country, small-pox, with its decimating force? Then into the public schools goes the doctor with his virus and all children must be vaccinated, and the results are good, but it is through this same process of the public school. It is almost amusing to see the extent of the latest demand as to what the public schools shall do, because the views are so nearly diametrically opposite. An edict goes out calling upon public school teachers to collect from their children \$400,000 to build a bronze ship in memory of the "Maine," and by the next mail there goes out a request that the 18th of May shall be a holiday in which the work of the Peace Congress shall be made well known throughout the country, that international arbitration may be furthered, and so it is. These matters have all been brought into the schools because the school is the panacea of the reformer.

But the schools today include the library as well. Are we looking for material for Arbor Day? We go not alone to the principal's and the teacher's desk for material, but we go to the library and to the librarian to see what he can do to help us out in that particular. We want to do something in regard to manual training. What is the history of the movement? What has been its

success elsewhere? Few principals now keep the documents that bear upon that, but we go to the public libraries for these; and so in actual fact as well as in theory we are finding that the public school and the library are to work hand in hand in the carrying out of this work.

It is interesting to the student to know how nearly the development of the public library, or libraries as a whole, runs along the line of the development of the public school. Our earliest mention of funds for the public school carries us back to 1621, in the Virginia colony, when the chaplain of an incoming ship goes about among the people upon it and collects money with the idea of furthering education among the children of that colony. It is charity. For a long time even the Massachusetts colony left it to the contributions of benevolent individuals who had to do with the public school. The library has gone through this same history precisely. The first funds and the first books were the contributions of individuals. The next step is a natural one. There is a recognition of the real need. The public schools are a necessity. There were those who could not attend the charity school, but the public school becomes a necessity and the state takes notice of it. The same is true of the library. Library history is recent compared to the history of the public school. A next step, favoring laws on the part of the state. This, before funds were contributed. Libraries have gone through the same history precisely. Then came the establishment in so many of our states of a department of the public school system. We have its parallel to-day in the state library department, not generally adopted yet in all the states, but nevertheless adopted by some, and showing that history is to be repeated along this line also. Library appropriations are made by the state that I represent, the State of New York, and in a number of the other states, the exact number I cannot tell you at this time. But with the establishment of public schools there was necessary the training of those who were to take charge of those public schools, and so there were established the special

schools known as Normal schools. When libraries became general and their advantages recognized, and the necessity felt, then the training school for librarians followed in a natural way. Then came state reports from both branches, the library and the school, state inspection from both sides, the library and the school. It is of marked interest to notice how very carefully these developments of these two branches run along parallel lines. So that experience shows that in education there are these two branches which have to do with the school in the broader sense.

I referred a moment ago to the years at school. Compare these to the years of the working period of a man's life, and we find that they are very limited. The library is to furnish the material for study during this larger number of years. At school there is the one who is to direct. He has the advantage of law behind him and is a master. From the library side the attraction must be that of a librarian who is a friend, inviting. Public school attendance in all the states now is compulsory, but for the library it is a willing attendance. There we get a difference. It must work out in the character of the librarian. "The great function," says an old writer, "of the teacher is to give a strong taste for reading." Huxley, taking that as a text, said,

"To teach a child, boy or girl, how to read and then not to make provision for what that reading shall be, is as senseless as to teach the boy or girl the expert knowledge of the use of the fork and spoon and then provide no physical food that he may use these implements upon."

The purpose of the school is to develop self-governing, self-directing men and women worthy of citizenship in a great nation, and the great end of the school, as of the library, is to develop character. In the pedagogical profession we lose sight of that too often. There is so much detail in the work of the school room and in the work of supervision that oftentimes the real purpose is lost sight of; and yet we all know that character is induced by habit and habit comes out of action and action itself comes from reflection. It is reading that induces, I believe, more re-

flection than comes from any other source, although there is always the personal element that enters into the influence upon character. Some years ago a committee of experts appointed by the National education association took occasion to send out a good many letters asking this man and that, "What was the influence that came into your life to give you a trend toward the work that you are doing?" and over half of the replies which came back were along this line, "It was the reading of a book." The competent and enthusiastic librarian can direct, after acquaintance, to a large extent the reading of a community, and in directing that reading is directing also the thought of that community.

The old idea of the library was that of a reservoir into which was gathered the material for use within a narrow range. The modern idea of the library is that it is a fountain sending out as well as gathering in for itself. Ideals, I have said, are largely drawn, and thus character moulded, from reading. The mechanics of reading it is the business of the schools to teach, and the schools today are trying to give an impulse also toward the kind of reading, but the pupils are with us so short a time that the direction of that reading is to remain with the library. And so there is to be the work of the two going on together.

Some of you will recall an incident that occurred in Springfield (Mass.) some years ago, nearly 30. The "Springfield Union" and a number of other papers published by the same company owned a block five stories high. A college friend of mine happened to be the manager of that printing establishment. One day a fire broke out on the third floor. The boy running the elevator was one of the first to see it. He gave the alarm and started the elevator to bring the girls from the fifth floor where the binding was done. He brought down his first load in safety and started for the second, but the flames had reached the shaft and it was acting as a great chimney. The elevator, as he pulled, stuck, but he managed to send it through and brought down a load. As

he was to start for the next one, for the fire companies had not yet succeeded in getting their ladders up to the windows, this friend of mine called to him, "It is impossible, my lad, to go up." But the lad said, "No." The fire had caught the sleeve of his coat as he was holding to the guide wire. He went up, it stuck again, but he sent it up and finally broke through and brought down the last load. When he came down his arm was burned to a crisp and he fainted. He was lifted up and taken to the hospital. An hour later this friend of mine followed him, and found him just recovering from the faint. He said to him,

"What in the name of common sense induced you to go up the third time for that load when I told you it was no longer safe?" "Why," he said, "Mr Hill, I have been reading as I sat in the elevator a book I got from the library in this city,—The Life of Chinese Gordon, and, oh what a hero he was! and when the moment came the thought came, 'now is your chance for the heroic' and I did it."

That is one instance of many of the effect that the reading of a book has in the formation of character. We are now realizing in our library work that there is an element in the boy that responds to a certain element in literature. It may be adventure, it may be of the worst kind, and it may be of the better; and so we are grading our books and putting them out in the children's departments with reference to just that form of the work.

What I have said leads up to this, that the school today is looking for the co-operation of the library. The library is ready, I believe, to co-operate with the school. In fact, I think sometimes that the library has been more than ready to take the advance and is taking the advance in this co-operation.

You may not agree with me in the detail that I am to give you in regard to how we are to co-operate. First of all, I believe the superintendent of the public school in every city should be one of the library trustees. Take those cities and villages where the library and the school are working together in harmony, and you will find that the superintendent is one of those who are most heartily in favor of

this co-operation, of this union. He recognizes the fact that the boys and girls are soon to leave school with education unfinished, and unless they have found the path to the library they are likely to find it to some other place. We all recognize the fact that the number of laboring hours has been shortened a great deal in the last 50 years. In a particular manufacturing village to which I wrote to get data the answer came back that in 1850, in the mills of that village, their help worked 14 hours a day. In the same village today the help is working eight hours a day. This spare time, how is it to be spent? Some of it will be spent in recreation, some of it will be spent in improvement, some will be spent, if there are such institutions, in the night school or in the various branches of the work that go to build up a broader education.

Wage is dependent to some extent upon the matter of education. Employers of labor are advocating better education on the part of those who are in their employ. In this work, I say, the library is to have its field, and is having its field. The superintendent of schools, who has to do with the oversight of educational matters, should be directly connected with the library in order that jealousy may not come from either side, in order that both may reach their greatest efficiency; and so I say that is where our by-laws or constitutions that forbid it are at fault. I advocate it from the school side, that the superintendent be made ex-officio a member of the board of library trustees.

One other argument. We have our training schools for teachers. We are advocating in many of the states, and it has been begun in certain of the normal schools, that there be added to the curriculum library training. Not the detail of the work, not the technical work, all of it, but enough of it so that the teachers who are going into the public schools shall know how to use a library, how to use a card catalog, shall understand the value of indexes, of tables of contents, of a preface, shall know the nearest library to which they may direct their pupils. Where

that has been worked out, as it has been in certain of the normal schools in New York state, it has resulted in marked advantage, so great advantage that other principles of normal schools are advocating the insertion of that subject in the curriculum and requiring it of teachers. Conversely, with all the benefits that our libraries are receiving from the library schools along the line of technical work, I wish the time may come when those who go out from the library schools may serve an apprenticeship in the public schools also, that they may understand young life a good deal better than it is understood today by many of the librarians. There are librarians, as there are teachers, who never go outside of the village, who never attend a national meeting of the American Library Association, nor a state meeting of librarians, nor a round table of a district, nor visit a library if it can be avoided. Those are the ones to whom I am referring, who need that wider acquaintance with younger life and young capacity in order that the school work of the library may be better done and better adapted to the personality of the child.

From the school side we advocate a pedagogical section in every library. Teachers, you say, should buy their own books, but it is not always possible that those schoolma'ams have been advanced in compensation in proportion to the cost of living. In the library they should find the tools with which they may work. Of course there is a limit to the amount of money that will be expended, but there are not a large number of new works on pedagogy that need to go upon the shelves. In pedagogy, as in other fields of books, there are many works that are ephemeral and will be soon superseded. Let it be a special section if you wish, generally, it need be, and let these books be regarded as professional books and the teachers as a special class, not limited to the seven-day or the two-weeks period, but allowed to take these books and use them for the period of a month if need be. Where that is done I think the superintendent will find that his growing teachers are making use of it. That is where your superintendent

may well come into play as a trustee. He is advocating the purchase of books on the one side and the use of them on the other, and if there is any advantage at all resulting from a wider acquaintance with the study of pedagogy, it is going to accrue to the advantage of the students in the public schools.

There are certain other books that teachers need to use sometimes in the schools. Let them be a privileged class again. I know a library in which the laboring men take a special interest. They, through the foremen and the men best informed, ask for certain books, and when these books come, their time to read them is not limited; they wish to have them a longer period than the seven days, and they are treated as a privileged class. Let the teachers be a privileged class in regard to certain books.

All well-organized libraries today have the young peoples' library, or department, or room. Let the teachers assist in the selection of books. They have not a wide acquaintance with them to start with, but as our normal schools take up this work they are coming out with a range of books adapted to first year work, second year work, third year work and the like. Let them have a hand in selecting the books for this library, and now and then it may be of advantage also if they can take some of the newer books to the school room and read a passage here and there to the children to interest them.

Our purpose all along this line, as you see, is this,—that we may get the boys and girls, today in the schools, into the library when they have finished with school, and before they have finished with school. Of course there is a large part of the attendance upon a library, of a library's constituency, who are past the school age. I am not speaking for them alone, I am speaking also for those who are now in school, I am speaking for those who have so recently left school. What will draw the children to the library? A story hour, fairy stories for a particular grade. These can be developed very quickly into biography, historical details, history stories, with no lack of interest on their part. That

means that your library shall have and your librarian shall know how to tell stories, as well as the schoolma'am knows how to tell stories, and only the skilful one can hope to long attract the attention of the children.

An effective way that I have seen worked out in the library is to have exhibits of the drawing done in the public school, put up once or twice a year in an empty room in the building. We call it an art gallery. Children have particular pieces put there. They are interested to enlist their friends to go to see them and when they have gone to the library, the visit does not stop at the art gallery to observe the drawings but is extended into other rooms. People see more books than they ever saw before; see titles of books that at once attract their interest, and are told by the efficient and enthusiastic librarian, "These books are for you, they are not for us." "May I take one of these books home and read it?" "Why, certainly, that is what we want you to do." And so it enlarges the field of usefulness of that library.

The assembling of books by grades at a particular time, again, has a marked advantage, and the school men today recommend it to librarians, and ask it of them as well. There are other exhibits besides those of drawing—historical exhibits. It may be that they are merely exhibits brought from another city, but they are giving a wider range of knowledge, and with that, I believe, of inspiration, that will work out later in life.

As the new books come in, let the teachers know. It costs something to print the list and to send it out. Sometimes it can be done with the printing press, sometimes the daily paper will take it up. Sometimes it can be done through mimeograph work or by many of the machines that make many copies, but all of it having reference to the wider education and the greater use of the library.

Then, too, systematic instruction in the use of the library should be given in schools, not by the teacher, but by some one from the library. A teacher comes to be associated with the arithmetic, the geo-

graphy and the language, but a new voice attracts attention. I have seen this matter worked out in the schools. An assistant librarian who was formerly a school teacher offered to take up the work and it was of marked interest to see how quickly the children responded. There can be a definite course of instruction along this line. It is being followed in a number of cities of my acquaintance, and a number of other librarians have written in regard to the matter.

Again, how to use a card catalog. What is the use of the index? Boys in the upper grades, and in the high school particularly, are writing orations. To whom shall they go to find out in regard to a particular subject? Why, the principal of the school. But he has not the time, nor probably has he acquaintance with that particular theme; but at the library ordinarily there will be found someone who knows the contents of the books. I was told since I came here that a student in college, working on his prize essay, sent back to the city from which he came, a city of less than 50,000 inhabitants, to ask his father to go to the library and find out what reading he needed to do along that line, and that, too, when he was writing from a college that had a larger library. His reason for this was that he had found in his high school work upon debate, that the librarian was interested in him personally and was willing if need be to sit up nights to find out what there was in the library to give help along that line; and here was the source to which the young man turned even when he had been away from the city for a period of four years. Then, too, the children in the grades, sixth, seventh and eighth, with the help of the librarian can be taught how to use the various library tools. Call them into a recitation room, where they have been wont to recite, then they will be more communicative. Show them a card catalog and just how it is worked and say to them, "When you come to the library ask for me and I will be very pleased indeed, if there is something about the card catalog that you do not understand, to help you out; or, if it is about the index, I will show you that.

I do not know that there will be anything upon the subject for you to write upon, but if you will come I will be very pleased indeed to show you in regard to it." So that becomes part of the system.

Most librarians in my experience have fads. With one it is the story. There are some children a little too far out perhaps to come to hear the story told at the library. Go out to the school and tell it, and you will find, I think, oft-times that your most interested auditors are the teachers themselves. Perhaps in a course in history, some one is willing on invitation to go into the school and tell the story. In our own city this plan was tried last year. A series of three lectures was arranged, the librarian called them talks. One was upon the Spanish Armada, and the children listened. The second was upon Sir Walter Raleigh, always an interesting character to children. The third one went into our own history, Capt. John Smith. These lectures, the series of three, were given 35 times during the year. What is the result? The number of children going to the library has doubled in that time. Now, the purpose was not to teach history, the purpose was to attract children to the library, and it did not fail. These are the practical lines on which as pedagogs and as librarians we can work together for the purpose of getting the widest co-operation possible.

I want to say just a word in regard to the librarian's personality. In school the personality of the teacher counts for more than all things else. Now, if personality is a necessity in the public school teacher, to whom the children come under compulsion, if they do not come otherwise, compulsion from home and compulsion from the state, represented by the attendance officer, how much more necessary is it in the librarian. The librarian's attraction must be more than the impulse toward learning. He or she must be first of all the man or the woman, after that the technical librarian.

THE PRESIDENT: You will, I am sure, wish the Chair to ask Professor Banta to convey to the National education association during its approaching

conference the greetings of this Association and its appreciation of his presence here as a representative of that Association. We also thank Professor Banta most cordially for the address which we have just had the pleasure of hearing.

MR DANA will now read his paper and we shall then discuss the whole subject covered by these three speakers.

### BOOK-USING SKILL IN HIGHER EDUCATION

The technique of reading is taught in the schools. It is better taught than it was 40 years ago, and in spite of our foreign-speaking immigrants and of the pressure on children to begin wage-earning work at 14 or earlier, our population gains a little in reading skill every year. To cite figures to uphold those facts is very difficult; but we may safely assume that the facts are as stated.

The average school year of 150 days does not permit of much practice in reading. The 53 per cent of children who leave school at 14 acquire only the merest elements of the reading art. For high skill in reading comes to most only through much practice and few children have this necessary practice. Those who leave at 18—and scarcely five per cent continue their schooling beyond that age—have only a modest reading ability. The result is that only a small part of our population learns to read well. A few thousand read books of wisdom; a few hundred thousand read books and journals of learning; a few millions out of our eighty-five millions read books and journals of minor information and of meagre imagination; and of the remaining many millions only a few read even the headlines of the most trifling journals.

Now, in this encyclopedic age, reading is a most important art, the most important, indeed, of all arts. Our conquest of the art of organization—an art which is becoming each year more difficult as races are brought nearer together by overcoming the obstacles to world-wide relationship, time, space and lan-

guage—this conquest of the art of organization, this development of social efficiency, is greatly dependent on the acquisition of skill in the art of reading. The process of evolution seems no longer to improve human bodies or to add more cells to human brains. We can no longer grow—save in learning. We can learn but little by listening. The few observant, imaginative, acquisitive, generalizing individuals can, it is true, learn enough of the modern encyclopedic world, if they will, almost through the ear alone. But of such we find only a handful in a million. The rest, if they are to understand their world and learn how to conduct themselves wisely in it, must read; and they must read not only the headlines in the journals, and the books of information and of learning; but also the books of wisdom. And not only must they read; also they must understand. And finally, they must know where to find in print the wisdom of the wise and the conclusions of the experts.

The conclusion is this: that our educational system does not secure the most important of all educational results—high reading skill and wide knowledge of print in its pupils.

In recent years much has been made of the quality of reading in the schools. Scrappy readers have been laid aside and complete specimens of literature have taken their place. This change has been rapid and has produced good results. But we are still content with too little. Formerly almost anything in print was good enough on which to practice technique; latterly we have been inclined to think the technique unimportant so long as the words practiced upon were part of our classic literature. In both cases we have not fronted with sufficient frankness the fact that the acquisition of a full English vocabulary—a complete knowledge of all English words—is impossible to anyone and that the acquisition of a vocabulary rich enough to unlock the meaning of even the simpler and more elementary of the books of wisdom is possible only through long years of practice on books

and journals of much good information, some sound learning and a little modest wisdom.

Upon this important part of public school work librarians are trying to bring, through their libraries, a helpful influence. On exploring the field this is what they seem to find: The school year is very short, and during this short year teachers find that they are compelled to devote every moment to pushing their pupils through the several stages of the prescribed course of study. It may justly be said that if the school year were not reduced to less than 150 days by Saturdays, holidays and vacations, pupils could cover the present curriculum more easily and much more efficiently than now, and still have room for such excursions into the field of literature and reading as librarians suggest.

But we must take the situation as we find it. As we find it, only those teachers who have a natural fondness for books; an acquaintance with literature for children; a desire to introduce their children to that literature and to encourage the reading habit; and such skill in teaching as enables them to make use of other books than text books in their daily work, are willing to attempt to use the books which a public library may furnish as tools in their daily work. The result of this condition of things is that books which libraries lend to teachers for use in their class-rooms are efficiently used by only a part of the few teachers who ask for them. Concerning this fact two things may be said: first, that teachers ought to know the literature suited to children and how to use it; and, second, that even if they have not this knowledge and skill, they should be compelled to accept and use a collection of general books in their class-room work.

To the first of these suggestions this answer must be made—anticipating somewhat the conclusion of my argument—that teachers can not acquire knowledge of books and skill in their use until they are taught it in their own preparation for teaching; and they can not be taught it until normal and high school teachers and college professors themselves know about

these things, care about them and insist on putting instruction in them into courses of study for teachers-to-be.

To the second suggestion this answer must be made, that to attempt to compel teachers to make use of libraries in their class-rooms, without first giving them knowledge of books and skill in their use, is an evident waste of energy, even if proper use of these small libraries is made a part of the teacher's duty and she receives points of merit and demerit for her work with them; and finally, that at present school managers do not know or care enough about outside reading and skill in book-using to make instruction in these things a part of their teachers' obligatory work.

In exploring the field of work with schools we find that those libraries seem to have produced the best results in the long run which have held to the attitude of invitation and readiness to help; have offered books to teachers; have suggested ways of using them, have refrained from securing from boards of education, superintendents and principals any authority to impose books on unwilling or even on unprepared teachers. Libraries which thus manage school work find that a teacher who has a moderate knowledge of books and some native tact can easily both increase and guide the reading of her pupils. This fact makes all the more keen the librarian's disappointment at finding that few teachers have the knowledge, interest and skill necessary for promoting the reading of their pupils.

To sum up the matter thus far: librarians think skill in reading most important; to acquire skill calls for the reading habit; librarians have the books by means of which many may acquire the reading habit with ease and pleasure; librarians offer these books to teachers and find that they lack time to use them or the desire to use them, or skill to use them, or all three. Looking further we find that principals and superintendents, and professors, who, in normal and high schools, have trained the teachers, either do not know books, or are indifferent to their value in the acquisition of skill in reading.



We are confined, consequently, so far as our survey thus far shows, to the work of putting books in the rooms of such teachers as will accept them and to the work of persuading the public school world, by slow degrees, that there is more in books and libraries than it has yet been able to see.

Pushing our inquiry a little further back we find that in high schools slight attention is paid to reading, to books and to skill in the use of the book. The text books are meagre; too much is made of a few classics; the prodigious difficulty of acquiring a large English vocabulary is not recognized; the impossibility of acquiring a good vocabulary save by much and varied reading is not realized; the school library is used but languidly, and such teachers-to-be as may be found among the pupils are not made to read many books, to know about still more books, and to learn how to use all books.

In a good many high schools teachers of literature and English, with the co-operation of principals, encourage outside reading; offer lists of books; and, in some cases, insist on the reading of a certain number of books each year and ask for reports on them. The results of this work are unsatisfactory to the teachers themselves. Much of it is very perfunctory; it helps few to make any notable progress in reading skill; and has almost no bearing whatever on the art of using books and a library. If we seek the reason for this state of affairs we find it lies in the indifference on the part of high school teachers to the things we think we rightly emphasize,—knowledge of books, skill in their use, much reading and a rich English vocabulary.

In this country today there are nearly 16,000 schools of high school grade. City school reports give no intimation that in more than a dozen of all these is there any definite, systematic instruction in the use of books and libraries. In very few of them is any serious and continued effort made to persuade or compel the pupils to do that large amount of general reading through which alone the average pupil can acquire a large vocabulary. In many there

are libraries of 1,000 volumes and over; but we do not find that more than 20 of these have skilled and active librarians. A moderate use of a few histories, dictionaries and books of general reference, is the most that is looked for by most principals; and few teachers seem to have either book skill themselves or to think its acquisition or use of importance to their pupils.

In New York state only three high schools give courses in book and library use which are worthy of mention. A few others which are doing good work can be found here and there in the country, nearly all basing their courses—if what they do can be dignified by the use of the word course—on the admirable pioneer work done in Detroit.

Interrupting my argument for a moment, let me call attention to the fact that now, as for all the 80 years of our public school development, the chief tool of education has been the book, or, to put it more broadly—print. Long after books became cheap and easily obtainable the school men failed to supply teachers with an adequate supply of these essential tools. In thousands of schoolhouses in this country today the authorities have spent thousands of dollars on needless frills and refused to spend a few hundred on needed books. To one who knows public education this painful and depressing fact is forever present. Having finally doled out a few hundred dollars' worth of books to a high school, for example,—and the elementary schools rarely get even the few hundred—the authorities are content. As evidence that they are up to the times the school men point to these few books, and let them lie. That they are essential in education, that mastery of them is, after all, and in spite of all we can say for industrial training, manual work, vocations, practical life, trade and pig-iron, the most valuable asset a man can have, and that he must today get this mastery in school if at all, this seems never to have been realized by the men of the schools. The book is the great tool of their craft of teaching, yet they have never been eager

to have it, and having it they neglect to use it.

Normal schools perhaps make a little better showing than high schools in this matter. Out of 32 typical ones with a total of 20,000 students, 22 give instruction in the use of the library. This statement, however, is misleading. In very few of the 22 is the instruction systematic, or thorough, or wisely planned. Up to three months ago no text book, not even any course of study on books, applicable to normal schools, had ever been published. Advice we had, in plenty; and there were books from which a skilled person could extract a suitable course, and a few schools had made their own brief outlines. But no simple, definite course on books had ever been published, for the good reason that there had never been any call for one.

The results of these conditions I have already noted. Pupils come to high schools poor readers and ignorant of books. In high schools they read little and are pressed into no strenuous exercise in book-using. Those who are to become teachers go on into normal schools and there get little reading practice, gain slight acquaintance with literature for children, and acquire very slight, if any, skill in the general or professional use of books and libraries. They go into school rooms as teachers and there, oppressed by the curriculum, absorbed in method, having poor vocabularies, being slow readers, knowing little of the art of mastering books, they do not care for other book tools than their text and desk books, are embarrassed by the presence of class-room libraries rather than helped by them; and can not readily and do not, generally, help their pupils to form the reading habit or to acquire skill in book-use.

My topic is "Book-using skill in higher education." I have said little about it because there is little to be said about it, save by way of appeal and prophecy. The mastery of books is not a subject of study in higher education, save in a few cases. The special student uses the books of his specialty, and is tempted thereby to limit his vocabulary, and to exalt the bald fact above the supreme art of expression.

What is true of the managers of our public schools is true also of the managers of our colleges. The laboratory, the dormitory and the athletic field thrive and bloom with apparatus, exposed plumbing and a stadium. The library building is neglected or is inadequate or depressingly monumental. A friend who has recently visited the libraries of 14 of our most important colleges and universities reports them all inadequate. At Harvard it is by some thought that the failure to recognize the importance of the library as the center of the University's activities and to provide needed facilities for it is one of the greatest deficiencies in the College's development in recent years. If the library had had a suitable building during the past 20 years the whole work of the College would have been advanced. At Yale the library has been little used until quite recently; and even now the accommodations are absurdly inadequate, if it is expected that the students shall use the reading rooms. When California completes the building now under way, it will probably have the first college library with full possibilities of effectiveness that this country has seen. This in spite of the building at Wisconsin university, which is already outgrown.

I do not need to continue down the list, nor do I wish to convey the impression that I think nothing has been done in the direction of library buildings for colleges. I wish to draw attention to the fact that, although books are the chief tools of education, reading its most important method, a full vocabulary its most important product and book-using skill the most important of all the arts in which it trains the student, all these things have been thus far, as evidenced by the inadequacy of their library buildings, pushed aside as of minor consequence by college and university authorities.

That the authorities consider these matters of minor importance is shown again by the figures I give herewith, compiled from answers sent to my inquiries by 30 of the more important colleges. I have answers from 44 institutions. I give here only 30. Of these 44 only 13 say that

they give general instruction in the use of books and a library to all students. Of these 13 only 6 give more than one hour in four years, 2 give two hours, and 3 give three hours. Several say they are going to do it. Of the librarians themselves it should be said that the failure of all our colleges to give any instruction that can properly be called such in the proper use of the chief tools of education is not due to their incapacity or indifference. Their replies show that they are all of one opinion as to the importance of this work. Some colleges, Oberlin is a notable example, do more than a bald statement of the facts would indicate. "More is to be done next year." "Our quarters are inadequate and make such work at present impossible." "Much is done in this direction for individual students." "In several courses the mastery of books is learned in the course of required work." Such is the trend of many replies, where the direct questions as to definite regular instruction in book-using must be answered in the negative. All this is encouraging; but when it is all said, the fact remains that the center of all higher education, the chiefest of all possible laboratories, the storehouse of the world's knowledge and wisdom, is not made, in any college in this country, that instrument for the broadening of one's outlook and the deepening of one's culture which we believe it can be made at the hands of competent instructors. The professorship of books, after our 33 years of rapid library development, is not yet here. This seems all the more strange when we find that in 30 of the 44 institutions the librarian has the rank of a full professor. The old-fashioned librarian has almost disappeared from our colleges. We may justly hope that the present librarian will become before long a full professor of the art of books.

I assume that librarians as a class think that mastery of books is an accomplishment second in importance to none in the college field, and I believe the assumption is correct. We have not, however, been always true to this belief. In the development of our business we were led to lay stress on the technique of book stor-

age and book-control; and in attempting to extend our work into normal schools, high schools and colleges we made too much of this technique. Then library building in town and college has often given opportunity for monumentalism to express itself, and we suffer now from an architecture bred of the egotism of trustees and the perverted imagination of architects, and fostered by the assumption that if the building which housed them were sufficiently imposing the books would work their will on community and college without further aid.

Furthermore, we have suffered the children too much. Our altruism here found plentiful opportunities for agreeable exercise, and with picture books, bulletins, story telling and general genuflection we have often lost sight of the fact that the library can supply books and encourage their use, but can not take the place of either parent or teacher.

In the public schools, we can invite often, exhort a little, and teach a little less; and these things it is plain we should do even if we neglect our bed-time stories and our picture bulletins. In high schools we can do little more than promote the appointment of competent librarians and the acquirement of ample libraries. In normal schools our task is the same. For both we can point the way and little more. In the colleges we are almost reduced to exhortation alone. The individual college librarian seems as yet to have little influence in his own college. Together the college librarians, with such support as they may care to accept from the rest of us, can surely bring information, suggestion and argument to bear upon the authorities for the proper recognition of the college library.

THE PRESIDENT: This broad question is before you, ladies and gentlemen. We are always indebted to Mr Dana, whenever we can induce him to prepare anything for the Association. It is interesting to note that the three papers written by three independent writers, and from entirely different points of view, have come to at least one conclusion in common;—the vital importance of the book

itself. Shall we hear some discussion of this series of able papers?

DR RICHARDSON: Mr President: While the audience is winnowing out, I shall not waste very much time in taking a few minutes in discussing Mr Dana's paper. We all recognize that Mr Dana is, as usual, in the main, right, as well as most suggestive. Mr Dana is right in what he says about the colleges, with some qualifications which are helpful. In the first place it must be remembered that all the colleges do a great deal toward the enrichment of the vocabulary, which Mr Dana wants, all the time, in all their language courses. There is probably nothing for the mastery and the enrichment of the vocabulary which is equal to the translation of foreign languages, and especially the translation of the classics, and, among the classics, especially the translation of Greek. We are doing less and less in Greek, we are doing a great deal less in Latin nowadays, but although the modern languages are rather a poor substitute, we are still performing the work of enriching the vocabulary for every one who takes a linguistic course.

Then I want to say, too, that the colleges are all the time doing something in connection with the reference work to individual books as sources on special topics. Every department of a university practically is teaching the use of a selected group of books for a specific topic, and is teaching the method of the use of books in that topic. There is, therefore, in a certain sense systematic work being done in every department of the modern university, and done with considerable pedagogic force and invention, which is actually real instruction in the use of books in that sense.

I do not know whether Mr Clemons is here. His recent experience has been this. He found it absolutely impossible, in the one hour that I believe we put down here for systematic instruction, to get even the first essentials of this thing into students. He therefore succeeded in getting together all the instructors who had to do with the men he wished to reach. He called them together, instructed them in the matter, and got them to

give an exercise each to the students. The practical consequence is that he has found that the instructors must be instructed. He has secured permission from the Dean of the graduate school to introduce during the coming year something that will amount to a considerable course of instruction offered to all post graduates, systematically as a whole, with the notion that as they are to be future instructors in colleges, normal and high schools they are the ones to give such instruction there.

MR AUSTEN: Although Mr Dana has not included my own university in his schedule, I suspect that if the handwriting came on the wall, it would be "Mene, Mene, Tekel, Upharsin," just the same; but in common with Dr Richardson I think there needs to be some explanation, not in the way of excusing at all, but there are some things that are overlooked that stand in the way of what we all feel, just as strongly as Mr Dana, should be done. No one regrets more than the college librarian that he is unable to come into contact with all his students, even if he has 4,000 to deal with, and give them what he considers, in the language of Mr Dana, the most essential part of their training for the whole of their after life.

The historian regrets just as much that he cannot teach all the students in the university history; the geologist regrets just as much that he cannot give them all geology, because he, like other specialists, thinks that his subject is the most important in the world. But you all know, in these days of higher education, that we do not *require* anything of students in the way of courses. They are allowed to *elect*. That is the first thing that stands in our way. What we do is to try to throw back into the preparatory school all the required work that we think they should have before coming to the university. Therefore the question comes up, is there any way in which we can require training in the knowledge of books and in the use of books? On the present basis, that requirement would have to be met in the preparatory school just as it is for all other required subjects. We are powerless to a certain extent to enforce that require-

ment. Now, what is being done? First, there are two points, as I take it, in this whole subject. One is the knowledge of books, as Mr Dana has well put it; or, in the words of Carlyle, which you all remember, "After all, all that an institution of learning can teach is reading in all manner of science." Ability to read in all languages, in all literature and in all the sciences is, after all, all that the educational system can give.

The second point is the knowledge as to how to use books and get at books. But, of course, as Dr Richardson has said, the university professor is charged with the task of giving to the students the knowledge of books. But the great majority of instructors are totally unable to give students any knowledge of the use of books. We have yet to arrive at the period when the specialist knows, except from his hard, long experience in his own field, how to get at his materials. He doesn't know enough about the laws of bibliography to teach students how to get at books in the best way. The work that is being done in a general way by the librarians in some places is more than is shown by Mr Dana's table. We cannot compel all the students to come to even one introductory lecture, much less to take a number of lectures. We do give courses, in common with all the other departments of the university, that students may elect and in which they may do systematic work, but the number who realize their need for this kind of instruction is small and the courses are attended by a few only. The teachers of the universities are growing more and more—I say this because I judge my experience to be common to others—growing more and more to give systematic instruction in the use of books in their own fields. I know that with a number of our professors at Cornell the work is divided in this way,—the introductory bibliographic work is left to the librarian, and the special bibliographic work is picked up where the librarian leaves off and is carried on through the literature of the various subjects. There are other cases where the librarian has opportunity to go out and meet whole classes, like a class in economics, for in-

stance, with 700 students, and give them, in a single hour to be sure, some fundamental principles of the use of books, not alone in connection with their own subject, but in connection with books in general. I mention these merely as incidental methods which are being pursued here and there. Under present circumstances they represent about all that we are able to do.

Now, there is one thing I want to say in closing. During my career in meeting students, I have noticed a marked change in the students that come up to the University, a decided change between those who came to me ten years ago and those who come to me now. The change is not so great as I wish it might be, but it is hopeful. I remember the time when students came to the University knowing absolutely nothing about any feature of the library, even the simplest. They didn't know the arrangement of a dictionary catalog; sometimes they didn't know the order by the letters of the alphabet; but that is quite aside from this. Today I find a goodly number of students who come to us, who have had library training. I say library training, training in the use of libraries,—public libraries or school libraries; and I find occasionally nowadays, a student with a great deal of information about the catalog and the indexes which is very encouraging. And it seems to me that in this problem, as in a great many other library problems, we must work on the rising generations before we are going to see very great progress; and the work that can be done in the public libraries and preparatory school libraries, in fitting students who come to the universities to help themselves and to use intelligently the helps they find there, is very great.

**THE PRESIDENT:** We have still one paper more to hear this morning, and since we were so late beginning, we shall have to discontinue the discussion of this very interesting subject. We shall now hear **MR CHALMERS HADLEY on the**

#### **TREND OF LIBRARY COMMISSION WORK**

The comparative newness of library